

Arkansas Evaluation System

Report on Evaluation Pilot and Updates
from Arkansas' Pilot Schools and Districts

Spring 2014

Considerations for Decisions

- State Statute (Act 1209 of 2011 and Act 709 of 2013)
- ESEA Flexibility

Considerations for Growth Measures

- **Rigorous measures:**
 - Exhibit high expectations for student progress toward college- and career-readiness
- **Between two points in time:** Show learning growth between two points in time
- **Comparable across classrooms and grade levels:**
 - The measures used to show students' growth for a particular subject are the same or very similar across classrooms within a district or state.
 - The measures used in non-tested subjects and grades are as rigorous as those in tested subjects and grades. In other words, measures used to document student learning growth in art, music, and social studies must be as rigorous as those for student learning growth in reading/language arts and mathematics.

How Ratings Are Determined

Professional Practice

Student Performance

Performance
Rating:
Observations;
Artifacts/Evidence;
Professional
Growth Plan

Student
Growth

Overall
Rating

Growth is not a % of the overall rating but acts as a trigger to alter the rating if there is a discrepancy between the performance of the teacher and performance of students.

TESS

- ◆ Submitted amendment to USDE for ESEA Flexibility to postpone including student growth data as a part of the rating until 15-16
- ◆ State Literacy and Math Assessments used as Growth Measure
 - ◆ Growth calculation, SOAR (Student Ordered Assessment Ranking)
- ◆ (TEAC) Decision has been made to use Literacy Scores for non-tested teachers
 - ◆ SOAR Score, based on an SGP model

Many districts view Common Core standards and teacher evaluations as separate initiatives. We believe they are inextricably linked by a shared goal.

COMMON CORE STANDARDS

Provide much-needed clarity for academic standards. Define rigor and content kids should be working to master.

TEACHER EVALUATIONS

Our best lever to change teacher practice at scale. Gives teachers clear expectations, feedback and support.

SHARED GOAL

Better instruction for students

Why Literacy Scores???

Common Core State Standard Impact

- *Literacy standards for grade 6 and above are predicated on teachers of ELA, history/social studies, science, and technical subjects **using their content area expertise to help students meet the particular challenges of reading, writing, speaking, listening, and language in their respective fields.** It is important to note that the 6–12 literacy standards in history/social studies, science, and technical subjects are not meant to replace content standards in those areas but rather to supplement them.*
 - What is the purpose of the literacy standards in the non-ELA classes?
 - What areas/ courses does “technical subjects” include?
 - What is expected (in terms of CCSS for literacy) of the teacher in non-ELA classes regarding planning and instruction?
 - How much responsibility do non ELA teachers have to teach these standards?
 - How are students assessed on literacy standards from history/ social studies, science and technical subjects on the PARCC assessments?

- ◆ School (SOAR) scores will be used for specialized support positions and administrators
 - ◆ Some local flexibility in using school SOAR for math, literacy or both
 - ◆ Business Rules for implementation will be developed

Multiple SOAR Scores

SOAR		
How many teachers have multiple SOAR scores?		51%
Of this number, how many met the threshold for all areas?		80.1% YES
		19.9% NO
Number of Teachers with Multiple SOAR	2 SOAR	5016
	3 SOAR	119
	4 or more SOAR	18

Dataset of 10,101 Teachers; Grades 2-9 ELA and Math Assessments; Algebra I and Geometry – Current Assessments

Determining Overall Ratings for Teachers with Multiple SOAR scores

- Data will be sent to schools and districts for SOAR in each area
- Teachers expected to meet threshold in each area
- District has discretion to provide an extra year before SOAR lowers overall rating for a teacher in special case situations provided the teacher meets SOAR in primary area(s)
 - Rules defining special case situations will be developed

TESS

- ◆ Decision has been made to use a soft rating for the summative evaluation until data is received in summer
- ◆ Still have to determine growth measure for kindergarten and first grade teachers, (Possibly grades K-3); special education teachers, and teachers who only teach seniors

Managing TESS and LEADS

- ◆ A contract has been awarded to ***Bloomboard*** for our electronic observation system.
 - ◆ All administrators trained in summer 2014
 - ◆ Teachers trained through Train-the-Trainer model

Ratings

- Summative Track Ratings (Track 1, 2A, 3)
 - All Components
 - Formal Observation with a Pre and Post Conference
 - Informal Observations
 - Summative Evaluation Conference
- Track 2B Ratings (interim appraisal years)
 - Professional Practice Rating from Components on PGP (may change and be updated throughout the year)
 - Ratings assigned through observations (informal) and analysis of PGP progress, evidence and artifacts presented
 - Student Growth Reported Each Year and considered as part of Overall Rating

LEADS

- ◆ Administrator evaluation will be fully implemented in 14-15
 - ◆ Building Principals; Assistant Principals: School SOAR
 - ◆ School and District Leaders (Specialty Admin)
- ◆ The amendment to wait to include student growth until 15-16 includes LEADS
 - ◆ School SOAR will be used
- ◆ A committee has met twice to work on superintendent evaluation
 - ◆ Plan to pilot a small number of districts in 14-15

Measures of Student Growth

Specialized Instructional Support Personnel (School Wide Positions):

- Individuals who primarily provide specialized services
- Individuals who primarily manage a program
 - School Counselors
 - English Language Learner Educators
 - Library Media Specialists
 - G/T Coordinator
 - School Psychologists
 - Speech-Language Pathologists
 - *Math, Literacy, and Science Specialists (instructional facilitators/instructional coaches)
 - Interventionists
 - (others...)

How do School wide Specialty positions demonstrate their impact?

- Difficult for School wide Specialty positions to demonstrate their direct impact on student achievement (i.e. state assessment scores).
- Sound support, interventions, specialized instruction, guidance and counseling (at the school-wide, classroom, small group and/or individual levels), can support learning and development, and as a result, achievement increases.

Specialized Instructional Support Personnel

- Growth Determined by a School SOAR-
 - District Discretion
 - Median Literacy and Math SOAR for all students assessed in that building
 - Could be a school literacy or a school math SOAR or BOTH

Changes based on Pilot Feedback:

- Online observation and data system purchased to be implemented in 14-15
- Yearly Ratings for Professional Practice (interim appraisal years)
- Professional Growth Plans
 - Intent of PGP
 - Must be about educator's growth
 - Focuses on individual educator's areas for improvement
 - Considers the impact an educator's growth will have on student growth and achievement
 - Format of the PGP
 - Not a strategic action plan
 - Not an ACSIP plan
 - Individual development plan re professional growth
 - The PGP and Professional Development
 - ½ of the educator's required PD should be based on PGP
 - Data analysis (Data Literacy) driving the PGP
 - Training at co-op this summer

Arkansas Educator Evaluation Systems

- System as a Formative Process
- System Pilot
 - Successes
 - Challenges
- System Implementation
 - Anticipated Benefits
 - Anticipated Challenges
- System Changes

Next Steps

- Continued Support Training for Administrators and Teachers
- Develop Roster Verification System to link students and teachers for evaluation data reporting
- Continued Decisions regarding Growth Measures for early elementary and grade 12
- Continued focus on communication and feedback loops
 - Communication Plan to enhance communication levels (teachers, parents, community)